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·NEW·YORK·AND·CHICAGO·

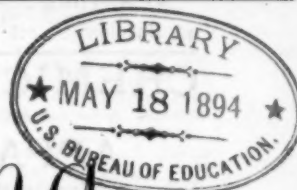
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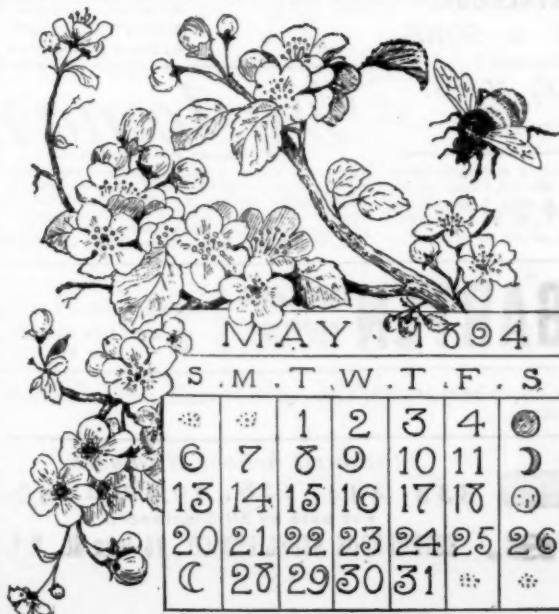
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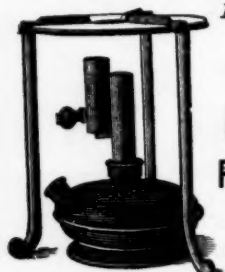
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVIII.

For the Week Ending May 19

No. 20

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The business department of THE JOURNAL is on page 544.

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THE business of teaching leaves peculiar effects on those who engage in it. Various explanations have been given,—the meagerness of the knowledge at the outset, the little acquired even in years devoted to teaching, instruction-giving, the contact with feeble minds—but these do not seem to account for the post-like attitude of most teachers. All of the great changes that have been made in the course of study, the mode of teaching, the method of discipline, have been made against a storm of objections from teachers; they have been forced in upon them from the world outside; they will think, whether the teacher does or not.

A town was lately visited in which there were two school buildings of about the same size, each made of brick. One was in good order and looked attractive; the other had a worn and trampled appearance. One was a private school the other a public school. Both were visited, and there was a marked difference between the faculty (they call it "the staff" in England).

The principal of the public school was an intelligent man, and when he found he had a sympathizing friend he poured out his woes. "The school board here is entirely unfit for their business; they don't know—beans. See this front yard—of course you see how it is neglected. I have spoken about it a dozen times. These men are politicians. They held a meeting last week, and one asked, 'if it was any good to have a woman to teach how to make pickers; he thought it was a waste of time.'" His attention was called to the other school and he was asked if that was run in the same way. "Not much. They are not so green; only public schools are run by people that don't understand it. The men on that board are the most intelligent in town; they stay on year after year, and besides that they let the principal run it as he thinks best—they let him alone.

"They get the best teachers, no matter where they come from. Here I am told to put in this one and that one because they live here. Why, a bargain was made that a certain woman was to be made into a teacher. She was a widow and must be taken care of, and so a certain man was elected to the office of mayor as payment. He got his place and she got hers." This is a great country.

No real progress can be made in education until educators are willing to increase their qualification. Pestalozzi and Froebel will have lived and died in vain if there is not a spirit of real study among the teachers. To go to an institute and hear some lectures is of little ac-

count; the school boards of the towns where there are three or more teachers have more respect for a "quiz-class" by the teachers than for an institute. The teacher must know arithmetic, geography, physical and natural science, history, language, literature, and this deeply.

In 1879 it was proposed in THE JOURNAL that educational diplomas be granted to graduates in course of normal schools and colleges after three years successful teaching, these to entitle the holder to teach in any public school and the title of master of didactics to go with the diploma.

Also that in each county a county normal training school be held for 4 to 6 weeks annually.

There has been a slow adoption of these ideas. Is it not true the teachers in their associations pushed along these lines?

Will any of the associations that meet this summer pass a resolution commending the utterances of the *N. Y. Tribune*? "Let there be an end to teaching by the young women who have no aptitude and little training, and who take up the work as a makeshift until their marriage day. No one should teach in the schools who has not an enthusiasm for the work, a natural capacity for it, and a thorough training."

How long will the great state of New York go on in the rut it has been in ever since the public school system was inaugurated? Not a teacher should be employed (1) who has not been trained in a county normal school—this for the second and third grade certificate holders, (2) in a state normal school, (3) in the state normal college. The great sin now is that persons are allowed to hold third, second, and first-grade certificates with no fitting for teaching.

To college men, the world seems made for colleges, rather than colleges for the world. They are prone to regard the common school as having for its sole or chief function the fitting of boys for college. The fitting of boys for life and for heaven is of no account! The thing is to squeeze out of the common school course another year's time for the studies that prepare for college. Before the common school adopts this view, it must be assured that college is just the right place for boys—and for girls too—and that most of our boys and girls are really on the way there. It would be a grand good thing if the college were just what it ought to be and all our youth could avail themselves of its advantages. Even as it is, the zeal of our college brethren will not be without splendid results if the very good advice of the Committee of Ten relative to the methods and matter of teaching in the lower schools should be generally adopted. A change in the direction they suggest will be of the greatest practical value to all our future citizens, because it will fit for life as well as for college.

## Educational Maxims. II.

### FROM THE SIMPLE TO THE COMPLEX.

It has taken many centuries of pedagogic investigation to establish the rules that are to guide the teacher in his work. That ought to be a sufficient reason for those who find fault with them to use caution in their judgment. I was, therefore, surprised to read in an educational work that at least one of these rules should be stricken out as not fit to be supported, one referred to being that which demands a procedure "*from the simple to the complex*." This reason is given for condemning it: "That which is gained by experience through the senses is not always simple." If this assertion were backed by proofs we should have to accept it as final, but as it stands unsupported we have to make the test ourselves.

The question that is deciding for every rule of teaching, we remember, is, Is it in accordance with the laws that govern mental growth and activity? Thus if it can be shown that the child can arrive at a complex idea only by proceeding from simple ideas, the rule, "from the simple to the complex" rests on a solid foundation and must be followed in teaching.

A clock, for instance, is a very complicated affair and hence the idea the child is to gain of it must be a complex of different percepts, as of wheels and their motions, pointers, figures, etc. Now how does he get such an idea? At first he listens to the ticking of the clock, then he notices that it hangs on the wall and has a white face. Perhaps he looks upon it as a musical instrument; at least, it is the ticking that interests him most. His first idea of the clock is, accordingly, extremely simple. As he grows up and learns that the clock is supposed to tell the time of breakfast, dinner, going to bed, etc., this idea grows. If of an inquiring mind or turned to investigations by skilful teaching he will soon find out the working of the clock and its different parts. Every new discovery is an addition to his idea of the clock and gradually it becomes more and more complicated. Now he certainly is proceeding in this "from the simple to the complex." Take what object we will, we shall always find that the first impression the child gets of it is most simple and that it is only by analyzing it, by observing its parts, their construction, uses, etc., that he gains a clear and complex idea of it. This certainly affords sufficient ground for making a rule in teaching to proceed always from the simple to the complex, *i. e.*, from what is simple to the child toward that which is complex to the instructed adult.

**Number.**—In arithmetic the natural sequence of numbers is already in itself a steady and gradual progress from the simple to the complex, and thus indicates the way. But not only does the rule apply to the procedure from the knowledge of one number to that of the next higher one, but also to the learning of new combinations and manipulations. Accordingly, addition and subtraction are taken up before the more complicated processes of multiplication and division; common fractions before complex fractions, single rule of three before double rule of three, etc.

**Doing.**—In writing, the simplest letter-forms are taught before the more complicated ones. Drawings of single objects are made before group-pictures and simple outlines precede attempts at detailed and nice work. In map-drawing a beginning is made with the plan of the school-room proceeding gradually to that of the building, its immediate surroundings, the district, town, county, state, etc. The elementary exercises in singing start with single tones and the simplest rhythms; in gymnastics, with simple games; in clay-modeling, with the sphere, etc.

**Language.**—In the first steps in reading and spelling it is perfectly proper that the child should first see the written word as a simple whole; *i. e.*, as a picture of the idea it represents in oral language. Through a preparatory analysis of spoken words he is then made acquainted with the representatives of the different

sounds. In this way he proceeds first from a knowledge of the simple—the word as a whole—to that of the complex—the word as a composite of sounds. After having learned to regard letters as symbols of sounds he is prepared for the building up of words, beginning with the simplest combinations and gradually proceeding to more complicated ones. The ability to write words is then applied in composition exercises, which beginning with simple descriptions say in letter form gradually lead up to the writing of essays. Oral compositions must, of course, have prepared the way. These are begun on the first day in school consisting usually in the pupil's giving a simple account of himself. Then follow oral reproduction of little stories, original descriptions, etc.

**Earth and Things.**—The child always regards an object of nature first as a simple whole and only after repeated observations does he become acquainted with its parts. Thus, in teaching it is wise to begin with the description of the general appearance of things, later to call attention to the principal parts, then to proceed to the lesser parts, and from them gradually to the elements. At every step the child's idea of the object grows more complex, and that is what it should become according to our rule.

**People.**—Observation of the simplest forms of government as illustrated in family and school life, is a fitting introduction to the study of more complicated social organisms. Fairy-tales of the simplest kind give way to history stories. The history of the child's native town leads into that of the state. The systematic history of the country follows. In this way the study progresses, history, geography, and civil government, mutually supporting one another, and forming a whole that is at every step growing more complex.

**Self and Ethics.**—The little child judges that it is right to do one thing and wrong to do another, because when doing, seeing, or hearing of these actions, he experiences either pleasure or pain. Accordingly, the simplest things to begin with in teaching hygiene and ethics is to appeal to the hearts of children with stories embodying some wholesome truths, to set them to doing the proper thing, and to show them the effects of the care of the body and of moral actions. Gradual initiation in the studies of physiology, and human relations must broaden their insight into the conditions on which the health of the bodily and social organisms depends. Thus the procedure is here also from the simple to the complex.

## Moral Education.

A pupil with an educational moral sense is a beautiful figure in the school-room. Many a teacher has been compelled to feel a moral reverence for one who was intellectually his inferior. There are pupils who will do right at great cost to themselves; some one has developed their moral qualities. How has it been done? A teacher related instances concerning children from a large and poor family, where little attention was paid to religion, that evinced a deep moral sense. She found a grandfather nearly blind had held all the children on his lap, and had told stories that exalted right action, and believed this to be the explanation.

To educate the moral sense it must have employment. A story that interests and gives employment to the mind, and demands that it decide as to certain acts or doings has a powerful influence. To understand this, let the teacher take up the New Testament and read the parables. "A certain man went down from Jerusalem to Jericho." "Behold a sower went forth to sow." Let the teacher follow this example. Day by day he can cause the pupil to come to moral conclusions not against his will, but as in a theorem in geometry certain conclusions must be arrived at. So in the anecdote the judgment will be, "He ought to have done thus," or, "He did wrong to do thus."



## Some Suggestions about Teaching Composition.

By JAMES H. PENNIMAN.

The writer has distinct and not altogether cheerful recollections of efforts to concentrate his youthful thoughts upon such abstract subjects as "Truth," "Ambition," and "Every man who wishes to beat his own dog can easily find a stick." The hours spent in hearing unfortunate classmates read their labored productions on themes like these were the most wearisome and unprofitable of the week.

Pupils usually call composition writing a bore, while teachers view it as, at best, a necessary evil.

The result of this mental attitude toward one of the most important of school exercises is seen in the mortifying blunders that are made, when they attempt to express themselves in writing, by persons who are in other respects fairly educated.

After a good deal of thought and after careful experiment with the classes in English that have been under his charge, the writer has been led to the belief that this dislike for composition is due to a lack on the part of teachers of sympathy with the tastes and interests of boys and girls which is especially shown in the selection of subjects for composition and in the manner of conducting the exercise in the class-room.

To secure the best results the subject chosen should be one that arouses the interest of each scholar in the class, and it should be one about which pupils know enough to write without having recourse to books of reference. A boy's own ideas will always hold the attention of his class, but nothing so quickly and effectually extinguishes any spark of interest in the exercises as quotations or compilations from the works of others. Therefore let the composition exercise be a composition exercise and do not try to combine with it history or geography or anything else, if you wish to be successful in teaching English.

Argumentative subjects, when properly selected, may be made to arouse considerable enthusiasm. Let the teacher appoint two leaders and let these choose those who are to be on their sides: or, after the leaders are appointed and the subject is announced, let the scholars take the side they prefer. Have the debates written out as composition exercises and let the leaders alternately call on members of their respective sides to read, reserving their own productions until the last. Giving the pupils a share in conducting the exercises always works well if properly managed; they take great pains to secure forcible arguments for their side, and regard anyone who fails to have a carefully prepared debate, or who omits to have his exercise ready at the appointed time, much as they would a player who neglected to perform his part in a foot-ball game.

After the debates have been read, each who desires to do so may be allowed to make a little speech based on notes taken during the reading bringing forward the strong points of his own side and the weak ones of his adversaries, and finally the teacher should announce which side has made the stronger argument. Like any other composition the debates should be carefully corrected by the teacher, either before or after they are read in the class.

As it is not always easy to find subjects for debate exactly suited to the comprehension of the class and in which it is likely that they will take a keen interest, it is well to appoint the leaders some time ahead and have them suggest subjects for the approval of the teacher.

A few subjects which have been successfully debated are:

Is it best for a boy who is going into business to have a college education?

Should the United States have a large standing army?

Should the United States have a powerful navy?

Which is pleasanter in winter a city life or a country life?

Which is happier, the man who earns or the man who inherits a fortune?

Is the game of foot-ball a good thing for school-boys? Should the United States feel unfriendly towards England?

To the possible objection that subjects like these will tend to cultivate an argumentative style exclusively, it may be replied that what is most to be desired in teaching composition is, first, to make a pupil think for himself, and, second, to have him express his thought simply and naturally in his own language, and that until these essentials are attained there can be no foundation on which to base instruction in the art of elegant and forcible expression.

The written debates are great sharpeners of the wits and they are efficiently supplemented by the oral discussion which follows, for no one will care to have his argument ridiculed, and this is sure to be done if it is unsound or improperly expressed.

The oral discussion should not be allowed to take the form of a general conversation, but all remarks should be addressed to the chair.

The composition hour when conducted as has been indicated will be found one of the most entertaining and profitable of the week.

The writer has found that the study of how ideas have been expressed correctly by others, produces better results than the correction of faulty sentences. Composition, like house building, is constructive. A person desiring to become a builder would learn far more from the study of houses that have been properly erected than he would from observing the mistakes of a lot of incompetent workman. The study of a series of carefully chosen dictation exercises from writers whose style is simple but elegant, is of the greatest assistance in acquiring the art of expression.

To secure the best results from pupils of about fifteen years of age there should be a daily exercise in English, and every week one of these exercises should be devoted to composition, one to dictation, two to the written spelling of about fifty words each and one to reading classics within the comprehension of the class, like—*Tales of a Wayside Inn*, *Marmion*, and *The Merchant of Venice*.

When the same amount of time and thought is given to instruction in English that is now devoted to teaching Latin or Greek, then, and not till then, shall we cease to hear the complaints which are now arising on all sides that our school children are well trained in everything but their mother-tongue.

## Aims in Teaching American History.

[CONCLUDED.]

Where will you find a theme for the imagination of the child more worthy of presentation than that of the lives of those true men who have laid the foundations of our country's greatness? Do we look for tales of wild and daring adventure upon the sea? There are the stories of the early navigators and the stirring achievements of our naval heroes. Do you wish to hear of wonderful deeds and of self-sacrifice? You can read of the strange and heroic lives of those who settled Canada or New England? Do you wish to see manhood at its best and highest excellence? There is Washington to whom no nation has furnished a parallel. Do you ask for the worthiest example of simple, manly truth, of loftiest patriotism, and of wisest skill as a statesman? We have the homely story of honest Abraham Lincoln which will grow dearer and more inspiring the longer our people shall enjoy the blessings of an undivided national life.

I fully believe there is scarcely one among us who can look upon these splendid portraits of noble men and not find the wish stirred within him to try to be like them? Can we ask for any more excellent results to come from our teaching than the growth of our pupils into the manliness and truth which they have shown



who have made our nation's history beautiful for all time?

We should make it our aim in teaching history to educate first men, then citizens.

One thing I wish to protest against in our modern ideas of teaching is the attitude of perpetual apology for the limited extent and the comparative lack of great dramatic features in our national history. It is popular in our highest grade of public schools to take up a general history of the world with America left out. It is the fashion to dwell long and minutely upon the story of England, to waste some time over the annals of barbarous old Scotland, and especially to linger with great care over the lurid tale of French brutality and crimes. But when we turn to our own few hundred years of storied deeds we somehow feel that the tale lacks the usual heroic effects and dramatic color. True, we have only the somewhat commonplace story of how a few thousand farmers and mechanics defeated the armies of the royal George. This is the most glowing piece of heroism that our early history can show. There is here a sad lack of the pomp and circumstance of war. There are seen upon our side of the conflict no gay uniforms, no gaudy servants of a splendid monarch to give color and romance to the stirring scene. Alas, there is in the picture too much of the dull reality of business! With these sober facts only we look upon our country's history with indifference, and turn with greater fascination to the braver narratives of old world lands?

But is it not about time that we laid aside this air of apology for our national story? This single first century of our nation's history is a very wonderful fact. Indeed search all the records of the past and you will fail to find anything that can furnish a counterpart of this one century of progress. It is about time, then, that we try to get an accurate estimate of the greatness of achievement that lies behind us, and of the wonderful promise that is clearly in store for us in the future.

Here in America we have at last a condition such as man in his highest stages of civilization has never before seen. The difficulty with the great nations of antiquity, as with many of those of modern times, is that they were hemmed in by narrow borders. There was a limit to the national greatness because there was a limit to the national expansion.

The Hebrew race was forced to work out its destiny in the little state of Palestine. The home of the Greeks was less in extent than the state of Maine. Italy, the land of the Romans, was smaller than Montana. England and France have long since reached the limit of their greatness, just as Rome of old, because of the lack of room. They found a larger life only by going outside or their native borders.

Compare our own country with these so-called mighty states of ancient or modern times. Some one has said, "Place a score of Connecticut side by side and they will scarcely cover one Colorado. You must add 42,000 square miles to Colorado to make it the size of Montana. Then would you estimate the greatness of Montana, make it the Mecca of the world. Gather into it the 125,000,000 of America, the 380,000,000 of Europe, the 850,000,000 of Asia, the more than 100,000,000 of Africa, and all the dwellers in the isles of the sea—in short, the nearly 1,500,000,000 of mankind, and when we have gathered the entire human family into this single state, there will be but 15 souls to each acre.

"But California is 15,000 square miles larger than Montana; Italy, Greece, and Palestine might all be gathered into California and leave room for a fair-sized kingdom. Yet Texas is larger than California by more than 100,000 square miles. Pick up in imagination the state of Texas and place it upon the continent of Europe. Let its western edge cover the city of London, then this one state will conceal the capitals of six of the most important states of western Europe—those of England, France, Belgium, Germany, Austria, and Switzerland."

Is it not clear from these few facts that in the greatness of its domain our country may well be called "The land of the future"?

Again, study the constitution of our country. England's great statesman, William E. Gladstone, says of this constitution of the United States, "It is the most wonderful work ever struck off at a given time by the brain and purpose of man."

Compare our own success in constitution making with that of France. Had you been in France in the month of May, 1789, you would have seen 1,200 of the wisest of the French nation gathered at Paris to fashion a new constitution. For two years and more till mid-summer of 1791 these constitution builders wrought at their task. At last amid the admiration and rejoicing of all France the new creation was announced as ready for the people. This constitution lived less than three months after it was accepted, King Louis was dethroned and slain, and France swept onward to the agonies of the Reign of Terror.

Just two years before these Frenchmen began their work at Paris, in the month of May, 1787, a few farmers and mechanics of the thirteen revolted and victorious colonies of America met at Philadelphia to construct a constitution for the future nation. During three months of that memorable summer their labors went forward, and the end of August found their business finished; our constitution makers laid off their robes of office, and quietly went home to the plow and the shop. Two years later saw Washington take the oath of office as first president at New York, and the career of the United States began. Look through all the annals of history and you will not find a grander record than the success of this country of ours under this constitution of 1787. Through two foreign wars and through the greatest Civil war since history began this constitution has stood the test, and its glory to-day is mightier than ever.

Let us believe in our country's glory, in the grandeur of its promise, and let us endeavor to make our children in the public schools more perfect citizens and more patriotic supporters of our free institutions by teaching them through the medium of American history to be true to American homes.

## Literary Culture.

A school was visited lately where the teacher said he aimed to have the pupils learn forty pieces, mostly in poetry, during the year. The pupils numbered about fifty, and were of all grades; the pieces were written on the blackboard and copied by the pupils. Attention being called, he began: "In medieval Rome, I know not where—" the older pupils took up the next lines until stopped by a tap of his pencil. Then he began: "The curfew tolls the knell of parting day." The pupils followed until stopped. Then he began: "I live for those who love me," and then, "All are architects of Fate;" then, "Whene'er a noble deed is wrought;" then, "There was a sound of revelry by night."

Only a few lines were given, but sufficient to show that they had some of the pieces in memory of which they formed a part. The time taken for reciting these was the odd intervals before school, when classes were assembling, when being dismissed, etc. He took pains, he said, to recite a poem they knew, like "Ring out wild bells," to the school in the best manner possible, with proper gesture and inflection, and then question them on the meaning, line by line. This understanding of the meaning helped them to learn the poem.

He further said that the pupils would recite these poems at home and at recesses as a pleasure. He encouraged them to recite them on going home and coming to school, rather than to have empty minds. This called to mind the practice of a noted teacher who used to copy a stanza of a poem and pin it upon her dressing table to be read over the first thing in the morning. It prepared her, she felt, for the duties of the day; it filled her mind with noble thoughts.

# The School Room.

## Language, Things, and Ethics.

### The Reading Class.

By M. L. TOWNSEND.

I had taught school for seven years before I made a success of teaching reading. The first three years I supposed I was successful; I gave out lessons and had each pupil rise and read off a paragraph, pronouncing the words correctly and making pauses duly where the commas, semicolons, and periods were. Then one evening I heard a man read a chapter in the Bible and I doubted whether I was aiming at reading; I feared I was only aiming at pronouncing. I was in this state of doubt for three years, but studying and thinking all the time. I then arrived at the conclusion that to READ one must EXPRESS himself.

But expression comes only by mental growth; "we ascend by striving and by striving we ascend," were the words of a profound thinker. The evolutionists say that man is what he is by striving to express himself; the educationists say that a child is educated by expressing himself. "The art of writing is that of complete expression," says Howells. The art of educating is the art of teaching a pupil to express himself.

These are but a few of the many thoughts I had on this subject. I set out to cause my class to do much thinking, for I found that the thinking ones could read. The pupils I have are in a Fourth Reader; but I use that but little; I mean the boys and girls have read through that having it before them all the time. I use a mimeograph to make copies of what I want to have read; here is the last one used; it is from Longfellow:

#### AN EXAMPLE.

"If spring came but once in a century, instead of once a year, or burst forth with the sound of an earthquake, and not in silence, what wonder and expectation there would be in all hearts to behold the miraculous change! But now the silent succession suggests nothing but necessity. To most men only the cessation of the miracle would be miraculous, and the perpetual exercise of God's power seems less wonderful than its withdrawal would be."

#### PRELIMINARY.

Each pupil has a copy a day beforehand. (I notice they read better on Mondays—having had it two days.)

1. They are to look at it as they would at a dispatch announcing some great news—with deep interest.
2. They are to get the meaning of the author.
3. They are to have other thoughts suggested.
4. They are to try to produce parallel thoughts from other authors.

They may state what their friends have said. All remarks, such as "How beautiful," etc., are not allowed.

Then they may try to express themselves vocally.

#### READING.

Let it be borne in mind that the effort at EXPRESSION will so spur up their minds that the four points above alluded to will receive still more attention after reading the passage. Remember now I aim at Expression—they supposedly having the thought of the author, I stand in front of the class about ten feet away having all in my eye. I call one to me and he reads; I comment; he may try again; then I call another, and so on. All the time, by lively remarks, I hold the class to *expression*.

#### THE EXERCISE ITSELF.

Henry (he comes forward and faces the class and reads the first sentence). You say "*spring came*," but it is not of spring the author is specially talking; what is it? (Of its coming once in a century) certainly. Now, Henry, "*If spring came but once in a century*." That will do, that is something like, that makes it clear.

Next, John. (He reads the same). You say "*but once*," as though it might come twice; is that the meaning of the author? Try again. That is better.

Mary, begin with "*Or*" (she reads). But why is "*earthquake*" to be emphasised so much? Would it be so bad if it were the sound of a cannon? (No, sir.) Of course not; a great noise is alluded to merely. Again. That is better—on. "What wonder | and expectation | in all hearts."

Next, Sarah. ("But now, etc.") She says, "But now | the silent succession." Why pause after now? Should it be a long one? Is there now a power in that word "*silent*"? etc.

Then George and others come up. It is a lively battle to get the meaning out. It is a hand to hand contest. Not an eye is allowed to waver. To employ all, only phrases are given.

#### TO-MORROW.

Having read the paragraph, that is, having tried to express themselves of the thoughts in it, they will better comprehend the thoughts, so, we consider the thoughts. Here are some of the questions:

What sort of a man has such a thought as this? Is it an imaginative thought? Give me another. Do you have such? Are there beautiful imaginative thoughts and non-beautiful ones? Are they wonderful—the changes caused in spring-time? Tell me some of them. Are they as wonderful as a miracle?

#### RECITING.

While not requiring it, most of the pupils will be able to stand before the rest and recite this paragraph. They are encouraged to recite it on their way home, while at work, while dressing and undressing, etc.; in fact, at all times when unemployed to recite paragraphs learned in this way.

#### IT IS MENTAL ELEVATION.

I found after a year of trial that I was on the right track at last; I could see that my class was mentally elevated by the reading exercises; in fact it seemed to me to beat the arithmetic work as a means of mental discipline. I then pursued this method and made it my study so to carry on the work that my reading class would be brought up to the highest possible pitch of effort.

### Use of Note-Books.

1. Let the teacher dictate to the Fourth Reader class the following poem entitled "The Gift Divine," by Mary Bradley. It is from the *Sunday-School Times*:

A single tree my prospect is:  
Of all the lavish greenness  
That summer yields, I have but this  
In place of utter leanness;  
Hemmed in by walls of brick and stone,  
This one green outlook is my own.

But breadth of land and sweep of sea  
Have failed of such attraction,  
And bloomy gardens granted me  
Less simple satisfaction.  
Less thankful sense of happiness,  
Than now in one tree I possess.

It shuts all sordid things away,  
All pleasant things enhances;  
It fills the silence day by day  
With summer's sweetest fancies.  
Brooks babble, wild flowers smile for me,  
And forests murmur, in my tree.

Birds, too, and butterflies and bees,  
Throng in its compass narrow,  
A choir of rippling harmonies  
I hear in one brown sparrow;  
A glint of sudden sunshine brings  
The dream of many-colored wings.

Ah, gift divine! what sorrow curbs,  
What bitter fate can flout you?  
Better with you a meal of herbs  
Than the stalled ox without you;  
For eyes that you anoint can see  
All nature's beauty in one tree.

2. On another day (for the copying of it will be enough for one day), let a pupil read it. Let the teacher remark, "The writer had one tree to look at, and was able to write this beautiful poem about it. We have all seen one tree certainly, but we did not have such thoughts. How is it that one person has better thoughts than another? I want you to study the poem, and tell me if you find any lines that strike you as beautiful?" This will be enough for the second effort at study of the poem.

3. On the third day let questions follow by both teacher and pupil. What is the subject? How is the tree surrounded? Where was the author probably? How can this single tree be more than landscape and sea? More than bloomy gardens? How can it be that so much happiness has come from a single tree? How does it shut all sordid things away? What are "sordid things"? How can it enhance all pleasant things? Give an example of what you think this may be. How fill the silence? What are summer's sweetest fancies? How can "brooks babble" in the tree?

4. Do not offer too many questions on the first day, only enough to set them thinking; nor do not ask for specific answers. It is enough to ask the question and let the pupil's mind brood over it. Such questions will set him to study the poem line by line, and this is what is wanted. Let the teacher from time to time quote from the poem, for instance, "It fills the silence day by day," or "Brooks babble, wild flowers smile for me." This may



be done holding a spray of flowers. The pupils will catch the meaning,—the inner meaning.

6. It will be well to look at the construction of some. How many stanzas? How many lines in each? How many feet in each line? Where is the accent in the first line? (2nd, 4th, 6th, 8th.) The fourth stanza—first line—how is the accent here? How do the lines rhyme? Why is rhyme employed?

7. The lessons on this and on further occasions will turn on the poetic meaning. What is the gift divine? What is a "Stalled ox"? What is "meal of herbs"? What is "flout"? (The first line of fifth stanza is not clear.) Why cannot bitter fate repress the gift divine?

8. Then will follow questions as to who else has exhibited the possession of this gift divine. Let quotations from other authors be given. The whole exercise should be made as pleasing as possible—not repulsive, or mechanical. The teacher must put feeling and joy into it.

## Observation and Language.

### LESSON ON A BOOK.

What is this, class? "A book."

Yes, we are to tell everything we know of this book and to ask questions about all we don't know; to begin, what color is it? "Brown." "It has gilt edges, too." "Yes, but the leaves are white inside."

Amy, tell me that in one sentence. "This is a book with a brown cover, gilt edges, and white leaves."

Write that on the blackboard, Janet, and, Mary, tell me the subject of the sentence. "This."

John, the verb. "Is."

Henry, all the nouns. "Book, cover, edges, and leaves."

Frank, you tell me the adjectives. "Brown, gilt, and white."

Children, what do we do with books? "Read them."

"Study them." "Look at the pictures."

Who makes books? "The printer." "The book-binder."

"Whoever writes them."

Let us talk of story books first. Who knows what we call anyone who writes a book? "Writer." "Story-writer." "Author."

Who does the printing, then? "The printer."

And who does the binding? "The book-binder."

Ella, tell us a story about this book, trying to remember all we have said. "This book has a brown cover, gilt edges, and white leaves. The author wrote it; the printer printed it; and the book-binder bound it."

Very good, Ella. Class repeat it while I write it on the blackboard.

How large is our book? "As large as my reader." "As large as my speller." "I have a story-book at home that is just about as big."

Annie may measure it. Here is a ruler. What have you found? "It's six inches this narrow way and nine inches this long way."

Harry tell us and use other words for *narrow way* and *long way*. "The book is six inches wide and nine inches long."

Amy, write Harry's sentence on the blackboard. We shall now open the book to page 21. What have we here? "A picture."

Of what? "A little girl and a dog." "A bowl." "A spoon." "A window and a street."

Arthur, you may try to put these answers into one. "There is a picture in the book of a little girl feeding a young dog with a spoon."

Write it on the board.

Who drew the picture? "A painter." "A man." "An artist."

What makes you think a man drew it? "Isn't an artist a man?"

Not necessarily. One of the greatest living artists is a woman. Who knows her name?

Nobody? I'll tell you. She paints horses most beautifully. She lives in France and her name is Rosa Bonheur. Her most famous picture is "The Horse Fair." If you remember all I have told you I shall bring you a photograph of this picture. Do you know any woman who is an artist? "My aunt. But she says she is only an amateur."

All the old masters were men because women were too busy at home to become famous in art, but they seem to be finding time now-a-days to paint and to paint well, too.

What do you call a book with pictures in it? "Illustrated."

Yes. Why do they illustrate books? "To make them pretty." How about your geography? "Oh, the maps make us understand better."

You are both right. Let us go back to the binding. Why are books bound? "To keep them clean." "To keep them together." "So you won't lose the pages."

Yes, indeed; suppose we had to take care of each one of these pages. I wonder how long they would last. What part of the book is this? "The back."

How is it different from the front? "The leaves are joined together there." "The cover runs over it."

Does it make you think of anything? "A hinge." "Our backbone."

What is the first printed page called? "Front page." "Title page."

Why is it called title page? "Because it has the title of the book printed on it."

Open to the page and tell me what else you find. "The author's name." "And another name down near the bottom of the page."

Can you think who that is? "The printer."

That is very near it. It is the man who employs the printer, and we call him the publisher. Write that on the board, Amy. (Opening book to chapter III.) What is this? "A new chapter." Why do we have chapters? "So you can stop easier." "To mark a new event."

The last is better; you may write it. Now we come to the paper. Tell me what you know about paper. Of what is it made? "Rags."

How do the rags become paper? "The rags are cleaned, torn into strips, and ground into pulp."

What is done with the pulp? "It is rolled between heavy rollers into sheets."

Yes, we have learned all about this before, haven't we? How about the cover? "It's made of cloth." "Paper." "Wood."

What makes you think it's cloth? "It looks like it."

Why paper? "Lots of books have paper covers."

Why wood? "It feels like it."

You are all right and all wrong. It is paper, or made like paper, only it is made as stiff as wood, and this stiff paper or cardboard is covered with cloth and that is the story to write. There is but one thing else to write. Are books always covered with cloth or paper? "Sometimes with leather."

Good. Copy all these facts from the blackboard into your blank books. And whenever we find a new fact we shall add it to this list.

## Maxims for School-Room Discussions.

1. There are no gains without pains.
2. He that hath a trade hath an estate.
3. Diligence is the mother of good luck.
4. Constant dropping wears away stones.
5. Little neglect may breed great mischief.
6. Learning is to be studious.
7. Riches to the careful, power to the bold, and Heaven to the virtuous.
8. Many a little makes a mickle.
9. A small leak will sink a great ship.
10. Happy Tom Crump ne'er sees his own hump.
11. Fools need advice most, but wise men only are the better for it.
12. You may delay but time will not.
13. What signifies knowing the names, if you know not the nature of things.
14. Genius without education is like silver in the mine.
15. Keep conscience clear, then never fear.
16. All would live long, but none would be old.
17. Early to bed, early to rise, makes a man healthy, wealthy and wise.
18. It is wise not to seek a secret and honest not to reveal it.
19. Better is a little with content, than much with contention.
20. A slip of the foot you may soon recover.  
But a slip of the tongue, you may never get over.
21. What is serving God? 'Tis doing good to man.
22. A true man will neither trample on a worm, nor sneak to an emperor.
23. Great spenders are bad lenders.
24. They who have nothing to trouble them will be troubled at nothing.
25. At 20 years of age the will reigns; at 30, the wit; at 40, the judgment.
26. Fear to do ill and you need fear nought else.
27. Wouldst thou enjoy a long life, a healthy body, a vigorous mind, and be acquainted also with the wonderful word of God, labor in the first place to make thy appetite subject to reason.
28. What's now discovered only serves to show,  
That nothing's known, to what is yet to know.
29. Remember that time is money.
30. Remember that credit is money.
31. A penny saved is two pence clear,  
A pin a day a goat a year.
32. He that by the plough would thrive  
Himself must either hold, or dive.
33. For age and want save while you may,  
No morning sun lasts a whole day.
34. I never saw an oft-removed tree,  
Nor yet an oft-removed family  
That throve so well as those that settled be.



## Things to Tell High School Pupils.

The motion of the satellites of Neptune and Uranus move in retrograde orbits. If that were the case in our moon we should see it move from east to west. Just how to account for this on the nebular hypothesis no one can tell. Laplace did not know of this fact.

The location of an observatory at Arequipa in Peru 8,000 feet above the sea has given some new facts about the satellites of Jupiter; instead of being simple round bodies, these satellites appear at Arequipa of various shapes, presenting at certain times a decidedly ellipsoidal form. This is particularly true of the first or inner satellite, which sometimes appears perfectly round, and at other times is plainly an ellipsoid of considerable eccentricity. This satellite, which is decidedly egg-shaped, turns end over end, and, moreover, it turns or rotates backward exactly contrary to the direction in which it revolves around Jupiter. The other satellites are also egg-shaped, though not as eccentric in that regard as the first, but instead of rotating end over end they rotate as an egg would do if compelled to turn on a knitting needle thrust through it from end to end.

Prof. Pickering suggests that Jupiter was once surrounded, as Saturn now is, by a system of rings composed of an enormous multitude of meteorites and revolving around the planet in the same direction in which it rotates on its axis. Through the action of some force whose origin is not explained the rings were shattered, and the meteorites gradually drew together, forming the present satellites. These satellites, owing to Jupiter's attraction, have not yet consolidated, but remain in the form of dense swarms of meteorites.

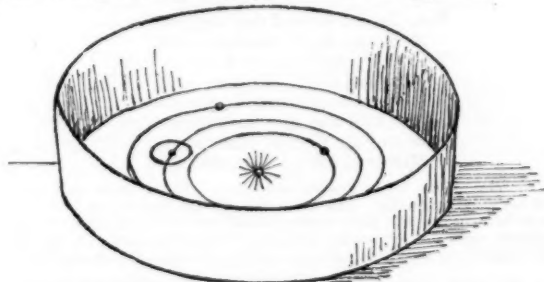
Prof. Dewar has succeeded in freezing absolute alcohol. He allowed some liquid ethylene to flow through a brass tube surrounded by solid carbonic acid and ether, and when this cooled it was passed into a large test-tube, in the middle of which was placed a glass tube, with a flattened bulb at the end, the bulb being full of absolute alcohol, and the alcohol when frozen became a mass as clear and transparent as crystal. The tube containing it was turned bottom upward, and as it melted it assumed exactly the consistence of glycerine, flowing in a sluggish way down the sides of the tube. Ether requires less cold than alcohol to freeze it.

## Four Lessons on the Heavens.

It is not much use to talk about the planets and stars; some definite instruction should be given; it is the pupils' due. A plan like the following will yield solid results:

Obtain a piece of stout paper (the bottom or top of a large box will answer); paste on this a sheet of white paper; describe three circles to represent the orbits of Venus, the Earth, and Mars. (More could be described, but for the rough purposes proposed these are enough; more will tend to confuse.)

Around the circular card just described put a band made of the same material about three inches wide, and paste it firmly. This picture will give the general appearance of the apparatus.

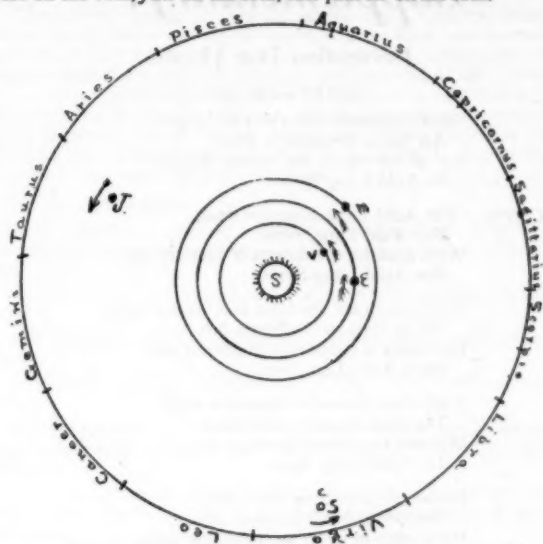


(1) *The Constellations.*—The Zodiac is divided into 12 constellations, named Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricornus, Aquarius, Pisces. It will be of no use to attempt to find the figure of a *ram* in Aries, a *bull* in Taurus; this is a waste of time. But the pupil may learn to recognize the constellations.

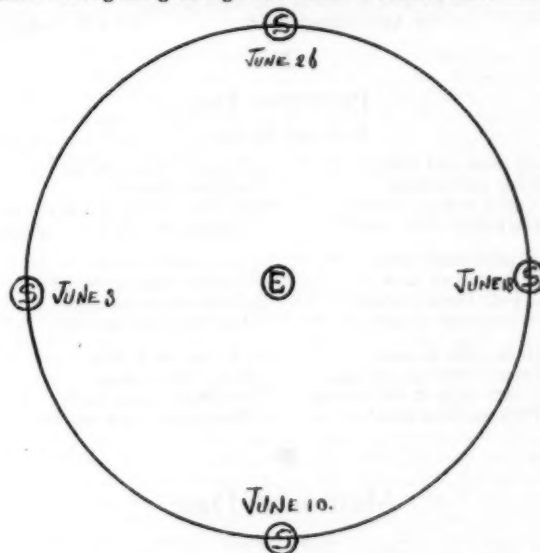
At this time, June 15, Virgo, Libra, and Scorpio are in the southern heavens; in Virgo is the beautiful star Spica; Libra is a sort of triangle that points to the north pole. Scorpio, just rising in the east, is like a fan; in the handle is beautiful Antares. Overhead is Bo-o-tes (three syllables) but this is not one of the Zodiac constellations; in this Arcturus (*a*) is seen, in Scorpio is Antares (*a*), in Virgo is Spica (*s*).

2. *The Moon's Changes.*—Construct a card and on it draw a circle about nine inches in diameter to represent the orbit of the moon. In the center put a small circle to represent the earth. Divide the circle into 28 parts. (Each will be about an inch long) these represent each day's movement of the moon. Put a pin with a black head to represent the earth; put another between the earth and the sun on June 3,—then *new* moon occurs, on June 4,

advance the pin one space and so on each day; *first quarter* occurs on the 10th, *full* on the 18th, *last quarter* on the 26th.



3. *The Planets.*—On the apparatus first described put black-headed pins to represent the planets, Earth (*E*); Venus (*V*); Mars (*M*); Jupiter (*J*); Saturn (*S*). The sun entered Aries in March and is moving along through the Zodiac. To know what constel-



lation he is in at noon, see what one is overhead at midnight; if that is Scorpio then look across the circle and you find Taurus—that is the one the sun is in at noon. By observing the planets at night the constellation will be found in which Venus, Mars, and Jupiter are—the pins can be moved to show these facts. This diagram shows the position for June.



4. *The Moon in the Constellations.*—Each of the older pupils should be encouraged to make a circle and keep watch of the moon for himself as it passes the constellations. June 1, Moon is in Aries; 3, Taurus; 5, Gemini; etc., as there are 12 constellations to be passed through in 28 days, sometimes it will be three days in a constellation. Let the question be, "What constellation is the moon in to-day?" Let the pin be shifted in fig. 2 to correspond.

The apparatus described is the simplest of all and is in the reach of all. The teacher who neglects to make some such apparatus and cause the pupil to be intelligent concerning the movements of the heavenly bodies is not much of a teacher; true he may not be required to do it, but it is due the pupil.

## Supplementary.

### Decoration Day Hymn.

TUNE: *Lang Syne*.

Should glorious mem'ries be forgot,  
An' never brought to min',  
An' all for which we bravely fought  
In Auld Lang Syne.

*Chorus*.—For Auld Lang Syne, so dear,  
For Auld Lang Syne;  
We'll breathe the flow'rs o' mem'ry yet,  
For Auld Lang Syne.

We've tramped the long and weary march,  
We've formed the battle line;  
But many a comrade's mustered out,  
Since Auld Lang Syne.

They died for our Columbia's weal,  
The weal is mine and thine;  
We owe the blessings of to-day  
To Auld Lang Syne.

Immortal fame their valor won,  
Shall bright and brighter shine;  
We'll keep in heart an' mind the days  
Of Auld Lang Syne.

So here's a hand, my soldier friend,  
An' gi'v's a hand o' thine;  
We'll join in flow'rs and tears to-day  
For Auld Lang Syne. —*Lu B. Cake*.

### Decoration Day.

By SUSIE M. BEST.

Bring roses and lilies,      Hail! hail! to the heroes,  
Bring violets blue,      In honor they lie,  
'Tis meet to make lovely      With their deeds for a monu-  
The tombs of the true!      Topping the sky! [ment]

Remember their valor,      In song and in story,  
In dangerous days,      Till time shall grow old,  
And yield them a tribute      The tale of their triumphs  
Of tenderest praise!      And toils shall be told!

Their warfare is over,      Bring roses and lilies,  
Their sufferings are done,      Bring violets blue,  
And they sleep in the slumber      'Tis meet to make lovely  
Their sacrifice won!      The tombs of the true!

### Memorial Day.

[CONCLUDED.]

*All*.—"I do love  
My country's good with a respect more tender,  
More holy and profound than mine own life."  
—*Shakespeare*.

*Rose*.—A tribute to our patriot dead,  
I'll scatter roses, white and red.

*Iris*.—I bring you the iris blossoms. In flower language they  
say, "I bring a message."

*All*.—"Thou art the Iris, fair among the fairest  
Who, armed with golden rod  
And winged with the celestial azure, bearest  
The message of some god." —*Longfellow*.

*Iris*.—O blossoms, in your gold and blue,  
Bear messages to the dead soldiers, true.

*Arethusa*.—I bring the shy arethusa. Its blossoms say, "I  
could weep for thee."

*All*.—"Some asleep beneath the willows,  
Some asleep where valor slew them,  
Soft from lips that kissed their pillows,  
Soft from eyes that never knew them,  
Drop the benisons that greet  
Fallen braves."

*Arethusa*.—See! to deck the graves of comrades,  
I have brought with loving care,  
From their homes within the marshes,  
Arethusas, sweet and fair.

*Lilac*.—I bring the lilac for my offering. Its meaning is,  
"The joy of youth."

*All*.—"We honor the heroes of war,  
Who stood in the thick of the fight,  
We honor the wearers of blue,  
Who fought for freedom and right  
For us and our children's children,  
They died in their manhood's prime,  
And we'll ever keep their record  
Unswayed by lapse of time."

*Lilac*.—The soldiers sleep in their silent tombs,  
I'll scatter above them the lilac blooms.

*Daffodil*.—I bring the golden daffodil. It whispers of re-  
gard.

*All*.—"O, pile the forest sod with flowers,  
And load the air with odors pure,  
And in the garden of our hearts  
Their fame forever shall endure.

*Daffodil*.—Heap them high, o'er the men asleep  
Let golden daffodils vigils keep.

*Amaranth*.—I bring the fadeless amaranth. Its message is  
"Immortality."

*All*.—"Immortal amaranth, a flower which once  
In Paradise, fast by the tree of life,  
Began to bloom." —*Milton*.

*Amaranth*.—Sleep sweetly, now, O soldier, brave,  
The amaranth shall deck thy grave.

*Yew*.—I bring the yew. Its meaning is "Sorrow."

*All*.—"Mirth is chastened for the sake  
Of the brave hearts that never more shall beat,  
The eyes that smile no more, the unreturning feet."  
—*Whittier*.

*Yew*.—Sadly I bend o'er the Gray and the Blue,  
And cover their graves with the desolate yew.

*All*.—Thus, with hand clasped hand let us stand alway  
That our blossoms may spell Memorial-day,  
While we look to the future with hope and love,  
And leave our soldiers to One above,  
Sure that the hand which guideth all  
Shall keep them safe till the last roll-call  
And the land that their courage helped to save  
For which their life blood they freely gave,  
Shall keep in remembrance the blue and gray  
And each year honor Memorial-day.

TUNE:—"Maryland, My Maryland."

What day itself to us endears?  
Memorial-day! Memorial-day!  
What day is this which now appears?  
Memorial-day! Memorial-day!  
We look across the gulf of years,  
And through a mist of falling tears  
A country stained with blood appears,  
Memorial-day! Memorial-day!  
But, God be praised that time is o'er—  
Memorial-day! Memorial-day!  
Now war's red beacons flame no more—  
Memorial-day! Memorial-day!  
All those who toil and danger bore,  
And blue and gray so bravely wore,  
May now the God of peace adore,  
Memorial-day! Memorial-day!

Costumes should be in appropriate colors. Tissue paper and cheese  
cloth are good materials. The Butterflies should have wings and Time  
should have his scythe. Each flower should wear as a front-piece to a tis-  
sue-paper cap of its own color, the initial letter of its name. If possible,  
each should carry a cluster of blossoms of its own kind, real or artificial.

### Scatter the Blossoms.

By JENNIE D. MOORE.

Scatter the blossoms  
Over the tombs,  
The tombs of one and all  
Of the soldiers brave,  
Who died to save  
Our land from error's thrall.  
The green mounds cover,—  
The strife is over,  
The feverish worry and fret.  
Yet the lives then given  
The fond hearts riven  
A nation shall never forget.  
Scatter the blossoms,  
Over the tombs  
Of our country's soldier dead;

Who fighting, fell  
Mid shot and shell,  
In the conflict dire and dread.  
Our heroes they  
Then let us pay  
Their memories tribute meet,  
And on each mound,—  
'Tis hallowed ground,  
Place clustered blossoms sweet.  
Scatter the blossoms  
Over the tombs,—  
Pale lilies and roses red.  
And mark each spot  
Where, unforgot,  
Slumber the honored dead.

## Editorial Notes.

"The Lounger" of *The Critic* records this sarcastically pitiful tale from a correspondent at Johns Hopkins university:

"Six years ago I wrote an article on the education of women for a New York magazine, which was accepted. This year my request to be allowed to see my article again was granted, and on reading it over I found it so absolutely behind the times—changes in regard to women have been going on so rapidly—that I have been obliged to write it completely over again. I have now returned my manuscript to the editor with the request that he forward it to me every six years, in order that I may keep it up to a decent standard of timeliness."

The *Inter-State School Review* for April says: "We have had our attention called to the unfavorable comparison which has been made between the edition of *Rein's Outlines of Pedagogics*, published by Kellogg & Co., and a more expensive edition imported from England.

"We will briefly state the difference. The former omits the parts which relate to forms of education and school administration in Germany, which is of little value to American students, thus making it possible to offer the book at less than half price. Any honest comparison of the books will prove the value of the American edition."

Colonel Thatcher Balch, of whose sudden death mention was made in a recent number of *THE JOURNAL* was born in Biddeford, Me., about sixty-five years ago. After being graduated with high honors from West Point he entered the army service. During the war he was stationed at Washington as assistant to the chief of ordnance, in which position he enjoyed the confidence and personal regard of President Lincoln. For some years he was auditor of the New York city board of education. The teachers of the country will remember his name as that of an enthusiastic advocate of patriotic education. His flag salute, "We give our heads and our hearts to God and our country. One country, one language, one flag!" has been adopted in many schools. Whenever an article appeared in these pages bearing on the instilling of patriotism in the hearts of young America, he was sure to call and warmly thank the editor for it. He took particular interest in the movement started by *THE JOURNAL* to introduce a portrait of George Washington in every class-room, and urged it with energetic zeal. One book published by him describing a flag drill has met with much favor, and is now in general use. He loved his country and its flag above everything, and it was only fitting that the casket that contained his earthly remains should have been draped with the stars and stripes.

Prof. Richard Jones in *University Extension* describes the German plan of teaching literature in the following words:

"The plan of instruction in literature pursued by the German schools is the articulation of studies, so that the work in literature receives help from the other studies of the course and gives help to all. That is to say, the reading is not disconnected and haphazard, but arranged in connection with the other studies of the curriculum according to a thoroughly digested plan. . . . To show to what extent this principle of concentration of studies is possible, I give portions of a course of study as arranged for pupils from twelve to thirteen years of age. The work in history for this term is the history of Greece. While the pupils are studying in the history class the battle of Marathon, in the drawing class they make a drawing of the Parthenon; in the composition class they write an essay on Our Visit to the Preller Art Gallery; in the literature class they read a selection describing the battle of Marathon; in the Latin class they have stories of Greek myths, and read a Latin account of the battle of Marathon; in the geography class they study the Peloponnesus, its position, boundaries, form, relief, landscape, descriptions, etc.; and even the practical work of the course deals with Greek architecture, the pupils making a plan for front tile from the Parthenon.

This illustrates what President De Garmo, of Swathmore college, has called that happy juxtaposition of the related parts of all subjects, which aids materially in bringing our knowledge into a substantial unity."

### Leading Events of the Week.

Joseph H. Choate chosen president of the New York constitutional convention and Thomas G. Alvord, vice-president.—The U. S. senate makes extensive amendments to the tariff bill.—Fears of an uprising in India against British authority.—An anti-Jew riot in Poland.—The Brazilian congress opened by President-Elect de Moraes.—Coxey, Browne, and Jones, the leaders of the Commonwealers in Washington, found guilty.—Richard Croker retires from the leadership of Tammany Hall.—The Federation of Women's Clubs meets in Phila.—Corner-stone of the Methodist college laid in Rome, Italy.—Rosebery carries the vote on the budget bill in the house of commons by only fourteen majority.—A monument to the mother of Washington dedicated in Fredericksburg, Va.—Tip, the big and vicious elephant of the Central park, N. Y., menagerie, killed by poisoning, by order of the park board.—Dr. Talmage's Tabernacle in Brooklyn, N. Y., burned for the third time.—Death of Prof. Henry Morley, the distinguished author and lecturer, at Carisbrooke, Isle of Wight.—The International Miners' Congress meets in Berlin.

The National Educational Association meets at Asbury Park, N. J.: Council, July 6-10; General Association, July 10-13.

### A Remarkable Educational Exhibit.

The school exhibit comprising nearly every Catholic educational institution of the Archdiocese of New York was formally opened on May 14, in the Grand Central Palace, Lexington avenue and 43d street, and will continue until the 28th of this month. It is a most remarkable display, surpassing even that made by these schools at the World's fair. 80,000 square feet are covered with specimens of class-work contributed by the pupils of 105 Catholic institutions of the diocese. The branches of studies represented have been grouped as follows:

- I. Christian Doctrine.
- II. Language: Spelling, definition, compositions, grammar, rhetoric, literature, translations (in German and French schools), etc.
- III. Mathematics: Arithmetic, mensuration, geometry, and algebra.
- IV. Business Helps: Penmanship, bookkeeping, and business forms.
- V. History: Bible, ecclesiastical, United States, other countries.
- VI. Geography and Natural Science: Physical, political, and mathematical geography, physics, astronomy, physiology, and hygiene.
- VII. Art (training of hand and eye): Kindergarten occupations, linear, freehand, and map drawing, relief-maps, and clay-modeling.
- VIII. Girls' Industrial Work: Plain and ornamental sewing; crochet work and knitting, and lace work.

The first seven groups of branches are taught to all children, while the eighth one is found in all schools for girls. Besides these, several schools have taken up type-writing and stenography.

Some of the schools have made very elaborate displays. St. James' school for boys takes an honest pride in its record in the competitive examinations for cadetships at West Point. In two successive examinations four of the pupils of this school stood highest, excelling the competitors from the City college and the public schools. Above this record is displayed a life-like crayon portrait of the Rev. Father Kane made by a fourteen-year-old boy. The girls' school of the parish received a diploma at the World's fair for its silken American flag whose thirteen stripes represent the work of thirteen little girls.

"Of course you know without my telling you that all the Sisters in our school read *THE SCHOOL JOURNAL*," the editor was greeted by a teacher in charge of one of the exhibits; "our work shows that." There were colored relief-maps; albums of class-work in language, mathematics, history, etc.; drawings; charts showing the products of different countries; dresses, lace, knitted work, and hundreds of other things made by the skilful hands of girls.

"How do you manage to find time for so many studies?" a teacher of the French school of St. John the Baptist was asked. The albums were filled with samples of work showing that not one of the branches mentioned in the above eight groups was left out from the course of study, and that besides these type-writing and French are taught. "It does seem as though it was impossible," she replied, "but by not allowing one precious minute to be wasted, by keeping the children deeply interested, and by concentric instruction we can accomplish a great deal. The study of pedagogy has been an immense help to us."

Every school has a fine display of drawings, paintings, and other manual work. Compositions on historical, geographical, hygienic, and other subjects are illustrated with pictures sketched by the children. One school shows an extensive pictorial biography of George Washington; another a profusely illustrated history of the Revolutionary war, etc. Space is too limited for even a mere enumeration of the many good things to be seen.

Teachers who live in or near New York should not fail to examine the exhibits. An observant eye will discover many helpful school-room hints. The Catholic schools have evidently adopted a broad course of study and are doing solid educational work. Mere memorizing and learning by rote has been condemned and is no longer tolerated; cultivation of a live and many-sided interest has become their aim. The teachers in charge of the different exhibits strike one as devoted students of pedagogy and psychology. *THE JOURNAL* and *EDUCATIONAL FOUNDATIONS* are great favorites with them. Many have adopted the plan of professional advancement outlined in the latter magazine and the editor did not meet any one not acquainted with at least the names of the most important pedagogical works of the day. To this earnest striving for information regarding the mental constitution and education of children the Catholic schools of the city owe the remarkable progress they have made in recent years. "As is the teacher, so is the school."

The special annual summer number of *THE JOURNAL* will contain an outline of the methods illustrated by some of the exhibits.



## Northern Indiana Teachers' Association.

(Concluded.)

The paper, "Uses of Literature in the Culture of the Young," by Supt. L. H. Jones, of Indianapolis, was all aglow with truth and sentiment. He considered literature the æsthetic evolution of the soul in seeking to conceive a sublime ideal for its forms of institutional life, viz.: the home, society, the state, the church. History gives life as it has been—the real; literature gives life as it ought to be—the ideal. "Romeo and Juliet," as the tragedy of the lovers; "King Lear," as the tragedy of the family; "Othello," as the tragedy of the husband and wife; and "Julius Cæsar," as the tragedy of the state, are forms of this view. Science may be great but soul and beauty are greater because they lead to immortality. The discussion by Mrs. Emma Mont McRae took a similar trend.

The paper "County Associations," by Supt. W. B. Sinclair, of Knox, fairly bristled with salient points. It was followed by a very helpful paper on "Township Institutes," by Prin. Cadmus Crabill, of Lakeville. The discussion was led by Prin. A. L. Hiatt, of Kirklint. Supt. Thomas, of Elkhart, read an excellent paper on "Grade Meetings," which was discussed by Supt. J. T. Scull, of Rochester. Other papers before the Grade section were "School and Teacher; the Idea," by Miss Emma L. Morgan, of Hebron; and "Purposes of Literature in the Grades," by Miss Ella M. Lyons, of Attica, discussion by Miss Mary Walkup, of Elwood.

Before the high school section the following papers were very ably presented: "Biology," by Prof. R. F. Hight, of La Fayette, and "The Report of the Committee of Ten," by Miss Mary L. Hinsdale, of South Bend.

The music and drawing section was duly organized and in future will constitute a marked feature of the association.

Prof. Stuart McKibbin, of South Bend, in his paper, "Rice's Criticisms on the Public Schools," took a decided stand against the doctor. The paper was discussed by Dr. Hewitt, Prof. Bass, Supt. Belman, and others.

On Friday evening the Columbia theater was packed to its full capacity to hear the annual lecture, "What Shall the University do With Women?" by Dr. John P. D. John, president of De Pauw university.

The officers for next year are: President, H. G. Moody, of Kokomo; vice-president, Frank Cooper, of Lake Co.; recording secretary, Ora Cox, Logansport; railroad secretary, J. H. Bair, South Bend; treasurer, E. W. Bohannon, Jasper county. Prof. Calvin Moon, of South Bend, is chairman of the business committee, and Supt. W. R. Snyder chairman of the executive committee.

The doxology closed the session and the great merry crowd of nearly 700 teachers bade adieu to the "Gem City" whose hospitality will ever be a pleasant memory, and departed homeward from the most enthusiastic and inspiring session in the history of the association.

## Teachers' Association Meetings.

MAY 22-24—Meeting of the County Superintendents' Association of Kansas at Hutchinson.

MAY 25—The Fifty-fourth Meeting of the New England Association of School Superintendents will be held at Boston. President, I. C. Phillips, Bath, Me.; Secretary and Treasurer, G. C. Fisher, Pawtucket, R. I.; Executive Committee, I. Freeman Hall, Arlington, Mass., O. M. Lord, Portland, Me.

JUNE 6—Colored Teachers' Association of Alabama at Mobile.  
JUNE 19—Texas Colored Teachers' Association at Galveston.  
JUNE 19-21—Missouri State Teachers' Association at Pertle Springs, Fres., Henning W. Prentiss, St. Louis, Mo.

JUNE 19-JULY 3—North Carolina Teachers' Assembly at Morehead City.  
JUNE 26—Texas State and City Superintendents' Meeting, Galveston.  
JUNE 26-28—New York State Music Teachers' Association at Buffalo.

JUNE 26-27-28-29—Ohio Teachers' Association, Delaware, Ohio.  
JUNE 26-29—Kentucky Educational Association, at Danville.  
JUNE 27-29—Texas State Teachers' Association, Galveston.

JUNE 27-29—Michigan Music Teachers' Association at Flint.  
JUNE 28-29—Educational Institute of New Brunswick, St. John.  
JULY 1—Georgia State Teachers' Association, Cumberland Island.

JULY 2—Arkansas State Teachers' Association at Eureka Springs.  
JULY 2-4—West Virginia Educational Association, at Fairmont, Marion county.

JULY 2-6—Music Teachers' National Association, at Saratoga Springs, N. Y.; Secretary, H. S. Parkins, 26 Van Buren St., Chicago, Ill.

JULY 2-28—Summer Meeting of the American Society for the Extension of University Teaching, University of Philadelphia at Phila.

JULY 4—Mississippi State Teachers' Association at Jackson.

JULY 6-10—National Council of Education at Asbury Park, N. J.

JULY 8-12—South Carolina State Teachers' Association at Spartanburg.

JULY 9-11—The 47th annual meeting of the New York State Teachers' Association at Saratoga.

JULY 10-12—American Institute of Instruction, Bethlehem, N. H.

JULY 10-13—National Educational Association, at Asbury Park, N. J.

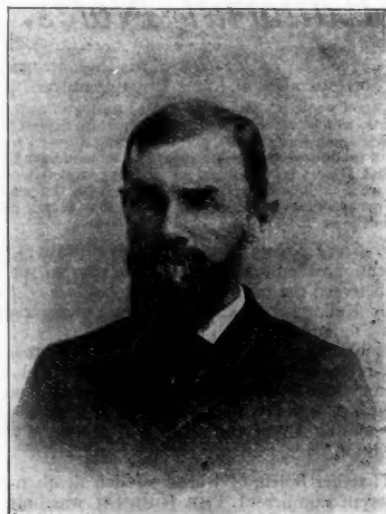
JULY 11-13—Maryland State Teachers' Association convenes at Annapolis.

JULY 3-5—New Jersey State Teachers' Association at Asbury Park, N. J.

JULY 9—Pennsylvania State Teachers' Association at Media.

AUG. 16—Northeastern Teachers' Association, Arkansas, at Paragould.

DEC. 26-27-28—South Dakota Educational Association, at Huron. Pres., R. Gleason, De Smet; Rec. Sec'y, Kate Taubman, Plankinton; Cor. Sec'y, I. F. Nickell, Huron; Treas., Harry L. Bras, Mitchell.



Benjamin Chalmers Graham.

Professor Graham was born April 3, 1847, in Lowndesboro, Alabama. He received his early education principally under his father, the Rev. J. W. Graham, who was an ardent admirer of Horace Mann and David Page, and for many years one of the most noted teachers of Alabama. In 1868, he was graduated from Hampden Sidney college, Va. Soon after he was appointed principal of the male academy in Madisonville, Tenn. One year later he was elected professor of mathematics in Hiwassee college, Tenn., and later on became the president of that college.

For the last twenty-two years he has been prominently engaged in teaching in Florida. About ten years ago the people of Tampa, realizing his ability as teacher, called him to the principalship of the Tampa high school. This position he has held ever since to the great satisfaction of teachers, students, patrons, and school officers.

Besides the solid work in the class-room, Prof. Graham has done much for the advancement of the new education by lecturing in public meetings and state and county teachers' associations. At the last meeting of the State Teachers' association he was elected president. He is one of the leaders in the South, and has been prominently connected with movements for the elevation of its schools.

Supt. S. M. N. Marrs, of Terrell, Texas, has been unanimously reelected, and his term of office extended from one to two years. Under his administration the schools have made gratifying progress.

Mr. Frank A. Hill, whose appointment to the secretaryship of the Massachusetts state board of education THE JOURNAL recorded some time ago, has entered upon the duties of his important office. His resignation as headmaster of the Mechanic Arts high school, Cambridge, took effect last week.

The schools of Rahway, N. J., recently gave a splendid exhibit. The walls and tables of the rooms set aside for that purpose were covered with samples of the work of pupils from the kindergarten up to the high-school. Public class exercises were also given to show the methods of teaching. The schools have made remarkable progress under the supervision of Supt. Corson. The course of study has been changed, the system of instruction reorganized, and every detail of school-work has received the most careful attention. Supt. Corson has thrown his whole energy into the work to raise the schools to a high plane. He is a thorough believer in educational progress and makes use of every opportunity to urge upon his teachers the need of professional advancement.

The Barnard club, of Providence, R. I., has issued a very neat manual giving its history, constitution, by-laws, lists of officers, members, etc. The club has 127 active and five honorary members. The names of the latter are: President Andrews, of Brown university; Dr. Henry Barnard, Hartford, Conn.; U. S. Commissioner Harris; Dr. Thomas J. Morgan, of Washington, D. C., and Supt. William A. Mowry, of Salem, Mass. The number of active members is limited to 130. The school of pedagogy established by the society in 1892 is to be continued. There will be two lectures a month bearing on the history and principles of education. The officers of the club for 1894 are: Prof. W. H. Munro, of Providence, R. I., president; Prof. Walter B. Jacobs, and Prin. John M. Nye, vice-presidents; Supt. Burt Jay Tice, of the schools of Wrentham and Norton, Mass., secretary; Prof. William H. Scott, of Providence, treasurer; and Prin. Francis D. Blakeslee, of East Greenwich, member-at-large.

The New England Association of School Superintendents will hold its fifty-fourth meeting at Boston, May 25. Among the topics to be discussed are "Means to Increase Efficiency in Teaching," "The Co-ordination of Studies, of Teachers, of Institutes," "American Education as Foreshadowed by the Report of the Committee of Ten."

Will S. Monroe, of Stanford university, has added another contribution to the history of Pestalozzianism in this country. It is published in the *Kindergarten Magazine* for May and is entitled "Pestalozzian Literature in America." After outlining the pioneer work of William Maclure and Joseph Neef, attention is called to valuable articles on Pestalozzi's work that appeared in the *Academician* in 1819, in the *Journal of Education* in 1826, and in the *Annals of Education*. Cousin's "Report on the State of Public instruction in Prussia" printed in New York in 1835 is also referred to. Special mention is made of Dr. Henry Barnard's self-sacrificing efforts in the dissemination of Pestalozzi's ideas. Students of the history of American education will appreciate Mr. Monroe's contribution.

The University Extension summer meeting to be held at the University of Pennsylvania, Philadelphia, July 2-28, will attract many teachers. A department of pedagogy has been organized for the study and discussion of Herbartian ideas and practical educational problems. Dr. Frank P. McMurtry, of the University of Illinois, will give a course of twenty lectures on Herbartian pedagogy. This will be supplemented by a course of lectures by Dr. C. C. Van Liew, of the Illinois state normal. Dr. Van Liew will also conduct a seminar for the advanced study of Herbartian philosophy and pedagogy. State Supt. Schaeffer, of Pennsylvania, has promised a course of lectures dealing with methods of teaching pupils to think. Dr. Miller, of Bryn Mawr college, and Mr. Bolton, of the state normal school, at Worcester, Mass., will speak on psychology. Mr. A. E. Winship, of Boston, Dr. Sharpless, of Haverford college, and others will discuss the report of the Committee of Ten on secondary school studies. Those who wish more specific information should write to Dr. Edward T. Devine, Fifteenth and Chestnut Sts., Philadelphia.

The many friends of Mr. G. S. Woolman, so many years engaged in the Scientific Instrument business at 116 Fulton St., New York, will be interested to learn of a very important change in his affairs. The firm of Queen & Co., of Philadelphia, with whom he was connected earlier in life, having found it necessary, owing to the great volume of their business in the vicinity of New York, to establish a branch there, have purchased Mr. Woolman's entire business and have secured his services as their New York manager.

The extent of Queen & Co.'s business may be gauged if we consider that they have eight different departments.

- Department 1, Ophthalmological and Optical instruments.
- " 2, Engineering, Mathematical, and Drafting instruments.
- Department 3, Microscopes and Bacteriological apparatus.
- " 5, Projection apparatus.
- " 6, Thermometers, Barometers, and Meteorological instruments.
- Department 7, Photographic Apparatus and materials.
- " 8, Chemical Apparatus and Chemicals. The business of these various departments will be adequately represented at New York.

From the Philadelphia staff of the electrical department, Mr. O. T. Louis, formerly in charge of resistance standardization in Queen & Co.'s laboratory at Ardmore, has been detached and stationed at the New York office.

The establishment of this New York branch will be a great convenience to the many customers of Queen & Co., in New York and will undoubtedly result in largely increasing their already extensive business in that vicinity.

### Boston.

The school board discussed the question of a change in writing books. Mr. Winship urged the introduction of the vertical system. He pointed out that the Maine state board of health in their last report say that eminent physicians in Germany, France, and England have favored upright writing because it does not assume those vicious attitudes so injurious to the eyes and spinal column. Dr. Paul Schubert, an ophthalmic surgeon of Nuremberg, had proved that slanting writing did cause injuries to the eyes and spinal column, while the upright system tended greatly to prevent such ills. Professor Tuchs, of Vienna, was able from the back of the room to distinguish the pupils who wrote slantingly from the others. Many other medical authorities were quoted, all pronouncing in favor of the vertical system. It was said Drs. Von Quess and Loreng have recommended to the supreme council of hygiene of Austria that in future children should be taught to write erect characters. The system is making great headway in Austria, Germany, France, Denmark, and England. Peter Jackson, F. E. I. S., M. C. P., of London, whose article in THE JOURNAL attracted much attention, William B. Harrison, of New York, and the American Book Company either had pub-

lished or were now getting out books on the vertical plan. It is a fact, Mr. Winship said, that children will naturally write vertically, and if required to write slantingly will arrange their books in such a manner that the letters will be nearly vertical to the front of the desk. The conclusion is that vertical writing is credited with being more legible, healthful, economical, speedily and easily acquired and taught. For these reasons he urged that the members of the board should give the matter consideration. But the majority of the board were not in favor of a change of system and did not support Mr. Winship's excellent plea.

Quick's "Educational Reformers" has been authorized by the Boston school board for use as a reference book in the normal school.

In a paper read before the Bostonian society in the old State House, Mr. Thomas Cushing gave an account of the early history of the Chauncy Hall school. The speaker was connected with the school for half a century. In his account he referred to the condition of Boston's schools between 1820 and 1830. The state of education in Boston was then exceedingly primitive and narrow, and the school accommodations were limited. The public Latin school was doing excellent work in preparing boys for college. In 1821 the English high school, under the direction of George B. Emerson and Solomon Miles, was teaching English and giving a good commercial education. In the grammar schools the youth of the city were receiving instruction in reading, writing, arithmetic, geography, and grammar. Primary schools were just struggling into existence. The school buildings, though large and substantial, were rude and uncomfortable. Hygienic arrangements were unknown. There were no playgrounds, and in the Latin school there was no water supply, the water even for drinking purposes being brought from a pump and drunk from a dipper. There came on the stage of education at this time a man of rare parts as a teacher, Gideon F. Thayer. He opened, in 1820, a room in the rear of the Old Province house, and began with a single scholar. Later he opened a school in Harvard Hall, farther in the rear of Province House. He finally found a spot suited to his ideas. It was on Chauncy place, in the center of the city, very quiet and with the advantages of the country. Friends rallied round him, and his ideal school building rose apace early in 1828 and was formally dedicated in August of the same year. Francis Parkman, the distinguished historian, was a graduate of the school.

### New York and Brooklyn.

THE JOURNAL a few weeks ago gave an account of the work in grammar school No. 69, of which Dr. Elges is principal. The boys of that school were the first to organize an anti-cigarette league, and now are taking the lead in a new movement. They are preparing to send a delegation to the governor of the state to urge him to sign a bill introduced in the assembly by Mr. Lawson prohibiting the display of flags of foreign nations on municipal buildings. Jennings A. Wise, the son of ex-Congressman John Wise, of Virginia, will be their leader. This same boy headed a delegation of school boys who called upon the mayor last March to protest against the raising of the Irish flag on the city hall on St. Patrick's day.

Miss Harriet N. Goldey who died recently began teaching in 1839 in Brooklyn. Later she was appointed principal of the female department of grammar school No. 34, New York city and held this position from its opening day until 1873, when she resigned.

Mrs. Fannie W. Marshall, of the *Century*, spoke last Monday before the high school of Pratt institute, Brooklyn, on "Illustrating a Magazine." The talk was illustrated by process plates, etc., and there were exhibited at the same time, three hundred original drawings of prominent American illustrators, a permanent loan to the high school, from the Century Company.

The Brooklyn institute has been doing a good work during the past two years in its department of pedagogy. The lines undertaken in the fall of '92 by this department were new, as was the department itself. The work was so divided as to be carried on by sections of the department, each section organizing separately for study of its own subject, for educational psychology, kindergarten, music, history of education, etc. The section on methods of education has been especially successful. Its plan has been to subdivide the work, each subsection taking a subject, as reading, geography, etc., and devoting a given number of meetings to this subject. At each meeting a short paper is read, giving a condensed presentation of the latest and best methods of teaching the subject or the division of the subject under consideration, and the rest of the time is given to discussion. Questions are asked and answered and views freely given by all who wish to speak. These meetings have proven so interesting that the section on methods has enjoyed not only a very fair start, but a steady increase in popularity, though at work in "lecture-ridden Brooklyn." Dr. Almon G. Merwin, to whose ability and faithful services the sustained success of the meetings, as well as the plan in its initiation, has been chiefly due, as chairman of the section, has recently been elected president of the department of pedagogy.



## Correspondence.

MISS N. G. HANNAN, *Chicago, Ill.*

1. We publish a book on "Horace Mann." It gives a clear outline of his life and educational work. (Sent postpaid for 15 cents.) 2. The diamond is crystallized carbon; charcoal and graphite are other forms of carbon; graphite being used in lead-pencils. Then there are wood-charcoal, coke, lamp-black, coal and animal charcoal. Carbon is also used to preserve the water sweet, and prevent decay.

Would you teach a class in the Fourth reader the rules for using "shall" and "will"?  
N. M. F.  
Webster, Va.

No, the rules are made for mature minds. It is enough to say that they both denote future time.

(1) "Shall" implies a strong assurance or an exercise of authority. (2) "Will" conveys the idea of consent ("will"-ingness) and also of resolution. But some meanings vary according to the lesson and kinds of sentences.

1. "Shall he go with us?" (You have the authority.)

2. "He will do as you wish." "He will have his way."

A good way is to take some standard author and copy out sentences in which "shall" and "will" are used.

What is the origin of the name California?  
New Jersey.

B. S.

Thomas E. Slevin, LL. D., answered this question some time ago before a geographical society of San Francisco. He explained that the word California was first used in a work on Spanish chivalry published in 1510. This work contained a number of short stories, one of which was the manner in which "Califia, the Queen of the island of California, a country inhabited only by women, who lived as Amazons and had gold without end," saved Constantinople from an attack by the Persians. This story was widely read in Spain, and by many regarded as fact. Among the staunch believers were the members of the Cortez expedition, who, upon landing upon the peninsula of Lower California, imagined they were on an island, which, owing to its apparent riches, they named after the fabled isle, and Cortez himself called the new country "California."

I should like to know just what is meant by "teacher's daily preparation."  
H. R.

During each day's teaching, jot down notes that occur to you relative to needed future teaching. After school, examine these notes and look over your next day's program. Make up your mind definitely as to the course and scope of each exercise. Go over the text-book lessons and see what you can do by way of objective illustration to make them clearer. Also study *correlation, i. e.*, find points in the several lessons at which they suggest related points in other lessons, and plan that the pupils shall see this association and avail themselves of it in any practicable way. "In union there is strength" applies to the contents of the mind. Rearrange your program, if necessary, to make every part of the work tell to the greatest advantage. Make note of the illustrative or other material you mean to collect by the wayside or bring from home, and of the books of reference you will need to have at hand during to-morrow's work. Your work of preparation is not complete unless it contains something in the shape of outdoor exercise, for this you need to put you into good teaching condition. To make full preparation for every lesson of the day, you would need to have your actual teaching work reduced to two or three hours daily. Do the best you can.

This conscientious daily preparation of the teacher enters into the larger preparation for work of ever widening scope and ever deepening responsibility. The larger preparation, however, includes study of educational history and philosophy and contact with moving bodies of teachers.

The merit of Hood's Sarsaparilla is proven by the wonderful cure: its effects.

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(Selected from **OUR TIMES**, monthly, 30 cents a year.)

### To Guard Against Cholera.

An international sanitary agreement was signed recently at Paris, the object of which is to preserve Europe and America from the danger of cholera. One of the regulations provides for medical inspection, allotment of space to each pilgrim on board ship, etc., at ports in India from which pilgrims from Mecca set out; ships must carry physicians and have good drinking water; the Turkish lazarettos on the Red sea are to be reorganized. Precautions are taken regarding the return of Pilgrims from Mecca by the lazaretto of Tor in Arabia Petrea, on the east shore of the Gulf of Suez.

The Turkish government is urged to reorganize its sanitary administration. Heretofore the chief danger has come from the failure of the Turkish government to enforce rules in regard to cleanliness on Mohammedan pilgrims.

### Wealth of the United States.

The wealth of the United States (exclusive of Alaska), according to the census of 1890, is as follows:

Real estate and improvements thereon (the value of farm lands being one-third of the whole)	\$39,544,544,333.
Live stock on farms and ranges, farm implements and machinery	2,703,015,040.
Mines and quarries, including product on land	1,291,291,579.
Gold and silver coin and bullion	1,158,774,948.
Machinery of mills and product on hand, raw and manufactured	3,058,593,441.
Railroads and equipments, including street railroads	8,685,407,323.
Telegraphs, telephones, shipping, and canals	701,755,712.
Miscellaneous	7,893,708,821.
<b>Total</b>	<b>\$65,037,091,197.</b>

The wealth per capita was \$1,039. New York led with property valued at \$8,576,701,991; Pennsylvania came next with \$6,190,746,550; and Illinois next, with \$5,066,751,719.

An estimate of the wealth of European nations is as follows:

	total.	per capita.
Great Britain and Ireland	\$45,684,000,000	\$1,197.00.
France	41,786,280,000	1,093.34.
Germany	31,283,820,000	632.98.
Russia (in Europe)	24,732,540,000	271.57.
Austria	18,735,300,000	463.00.
Italy	14,400,180,000	471.13.

It is evident that the total wealth of the United States exceeds that of any European country, even of any of the so-called great powers, and is greater than that of Russia (in Europe), Austria, and Italy combined.

### The Trans-Siberian Railroad.

Work on the railroad across Siberia is advancing rapidly. When completed it will be between 4,000 and 5,000 miles long and will cost \$300,000,000. It will be built and paid for by the Russian government. The road will reach from Nijni-Novgorod, Oronburg, and ports on both the Black and the Caspian seas to Vladivostock, on the Japanese sea, and Okhotsk, on the bay of the same name, which is an inlet of the Pacific ocean.

An area of about 5,000,000 square miles will be opened by it, not including the sterile districts of the north and south, which are not suitable for agriculture or pastoral pursuits. But the greater part of the area thus opened is either covered with forests or affords good pastorage or is available for the cultivation of all the staples of the temperate zone, without irrigation. The population of the belt of country is between 5,000,000 and 6,000,000, but that is less than one inhabitant for 1,000 acres of arable land. It is the policy of the czar to encourage emigration as far as possible from European Russia by offering inducements that the peasants will not resist, although it is not probable that there will be any extensive emigration from other portions of Europe, for obvious reasons. The introduction of Chinese into the country would be more probable.

The road will furnish means of transportation for the Chinese, Japanese, and Indian trade to Europe, and divert the commerce of the East, that now travels in caravans, from the lines it follows further south. It will give the advantage to Russia in the struggle along the frontier, for, while she will be able to mass troops at any point by rail, England will still have to send hers by sea.

**Power from Niagara Falls.**—The first practical test of the great hydraulic tunnel, which has been under construction at Niagara Falls, N. Y., for the past three years, was made recently. The paper mill, which is the first to get the benefit of the power, is the largest of its kind in the world. Its contract calls for 6,600 horse power, one-half of which is being used now. The hydraulic tunnel with a capacity of 120,000 horse power, is a success, and now there remains only the opening of the general power house, where 5,000 horse power turbines will operate 5,000 horse power electric generators for the transmission of power in this form. This opening will take place on June 1, and it is intended to give the event a celebration, at which distinguished savants, engineers, and state officials will be present.



## New Books.

That such a man as Franklin took Addison for his master in the art of prose composition is a high testimony to his merit. The "Spectator" is unsurpassed for its delineations of character, particularly the parts relating to *Sir Roger de Coverley*. These have been selected from the "Spectator," edited with introduction and notes, and published as Nos. 60 and 61 of the Riverside Literature series. They make a volume of 193 pages handsomely and substantially bound in cloth. A fac-simile of pages of the "Spectator" is given. (Houghton, Mifflin & Co., Boston.)

In the *Elementary Algebra*, by J. Hamblin Smith, M. A., is found all that is commonly included in a first book of algebra. This comprises in addition to the fundamental rules, fractions, and equations, ratio, proportion, variation, arithmetical progression, geometrical progression, permutations, combinations, the binomial theorem, scales of notation, logarithms, etc. The examples, progressive and easy, have been selected by university and college examination papers, and from old English, French, and German works. The new edition just published contains several improvements over the previous one. Among these are a large number of exercises in the earlier pages, a new proof of a particular case of resolution into factors, some sets of miscellaneous examples, two new chapters, etc. The conciseness and simpleness of the definitions, the progressive arrangement of the matter, and the large number of examples, to which answers are given in the appendix, render this book an excellent one from which to get an elementary knowledge of the science. (Longmans, Green & Co., London and New York. \$1.00.)

In the summer holidays, now fast approaching, teachers and pupils in uncountable thousands will renew their acquaintance with the wild flowers,—whose exquisite beauty and variety of form lend a charm to every country ramble. The most recent appeal to lovers of wild flowers—and who is not?—is made by G. H. Buek & Co., art publishers, of New York, in their *Wild Flowers of America*. This work, issued in parts, presents a selection of blossoms from every state and territory in the Union. The plates, handsomely printed in colors, are accompanied by the popular as well as the scientific names, together with a word of gossip about each flower, and an echo of its praise among the poets. The publishers have decided to issue the work for a very short time at a phenomenally low price, through the agency of leading daily journals throughout the United States. Only the widest acceptance on the part of the public can render remunerative an enterprise so liberally planned.

*Within College Walls* is the title of a book, by Charles Franklin Thwing, president of Adelbert college and of Western Reserve university, in which the author seeks to give a picture of all sides of college life and to trace the relations between the college and the home and society. In the various chapters are considered the college and the home, the good of being in college, the college forming character, certain college temptations, college government, play in college, simplicity and enrichment of life in college, the college and the church, the college fitting for business, and the pre-eminence of the college graduate. In the latter chapter he shows that the possession of a college education increases a

man's power for work and his chances for recognition many fold. His conclusions are based on the names in "Appleton's Cyclopaedia of American Biography." For parents who intend sending children to college and for young people intending to go to college this book by one who has passed through all the experience from student to president will be of great interest and value. (The Baker & Taylor Co., New York. \$1.00.)

Every one has heard quoted the famous words of Bacon that "Some books are to be tasted; others swallowed; and some few to be chewed and digested." If there is any recent book for teachers to which the last clause applies it is *School Management*, by Dr. E. E. White. It embodies the result of many years of thought and experience. No effort has been made for rhetorical effect; the great aim has been to furnish help for the teacher. The author avoids dogmatism, carefully stating the grounds of his views and suggestions, using the primary facts of mental and moral science. Great pains have been taken to be clear in the statement of principles, and practical and suggestive in their application. A free use has been made of concrete illustrations, largely those that have come under the author's observation or are a part of his experience. The condition and needs of teachers of ungraded rural schools have been kept constantly in mind. The young teacher especially can derive benefit from this book which, if reckoned in dollars and cents, would be many times its cost. The author treats his subject under two main heads—school government and moral training, and very properly devotes much the more space to the latter. One part of the book deserves particular mention—the part devoted to materials for moral lessons, consisting of fables, stories, anecdotes of great men, and choice selections from famous writers of prose and verse. (American Book Company, New York, Cincinnati, and Chicago. \$1.00.)

Among the books issued in the Clarendon Press series is the *Bacchae* of Euripides, edited with introduction and notes, by A. H. Cruickshank, M. A., fellow of New college, Oxford. One of the main characters in the play is the god Dionysus, who is, however, disguised as one of his own votaries, until he appears at the end. It is one of the best of the plays of Euripides, though unhappily, parts of it have been lost. The play is found in two MSS., while a large part of the play is only preserved in one. The editor has recorded the various readings, but not at all exhaustively. He has also tried to give some elementary explanation of the choice meters which happen to be somewhat easy in this play. (Macmillan & Co., New York. \$1.00.)

The French verb with its many irregularities has troubled every one who has attempted to learn that language. Many teachers have been baffled in their attempts to make the acquirement of a knowledge of it easy and rapid. M. D. Berlitz, of the Berlitz school of languages presents what seems to be an excellent plan in the *Verb Drill*. The aim in this book is thoroughly and practically to teach the French verb and, at the same time, give constant drill in conversation in the foreign language. Without conjugating or memorizing verbs the student is drilled in all their correct forms and made acquainted with many idioms that appear only in colloquial style. The questions are combined so as to enable the teacher to talk on every imaginable topic. In the three parts are (1) easy exercises on the auxiliary and regular verbs, (2) advanced exercises on the auxiliary and all the irregular verbs, and (3) grammatical rules on the use of moods and tenses, with practical exercises. (Berlitz & Co., West Madison Square, N. Y.)

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## General Notes.

In the May *Atlantic* the memory of Francis Parkman is honored by articles from his fellow-historians, Justin Winsor and John Fiske. Mr. Fiske's paper is the longer, and all the space at his command has been used to appraise and illuminate Mr. Parkman's work with extraordinary clearness.

Marion Crawford's new short novel is to appear this summer in *The Century*. It is said to be partly the story of the three Miss Miners who are alluded to in "Katharine Lauderdale." It is an idyl of Bar Harbor, and will be called "Love in Idleness."

*The Critic*, although its editors have very clearly defined opinions on the subject of the suffrage for women, has taken no part in the discussion of that burning question, believing the consideration of such a purely political subject unsuited to its columns. In its issue of May 12, however, a poem appears over the signature of Edith M. Thomas, in which strong ground is taken against the enfranchisement of woman. This is printed as a literary, not a political contribution. Miss Thomas' protest runs as follows:

And wouldst thou set thy tender hand, my love,  
To make the iron law  
Whereby to rule the mobile land, my love—  
Commoved by every flaw?

And when the hosts together rush, my love,  
And law lies trampled down,  
Wouldst thou that sword of thine should bluish,  
My love,  
And win thee dark renown?

Nay, make not law, but be thou Law, my love,  
And rule the land through me;  
And if, at need, the sword I draw, my love,  
Come, wingéd Victory!

E. Hunt, superintendent of schools, Medford and Winchester, Mass., formerly principal of the girls' high school, Boston, has prepared a "Concrete Geometry for Grammar Schools" which will shortly be published by D. C. Heath & Co., Boston.

Gen. A. W. Greely, one of the highest authorities on polar exploration, will review in the June number of *McClure's Magazine*, the chances of success for the three important North Pole expeditions now in progress, and describe the physical conditions which hinder the explorer.

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Prof. N. S. Shaler, of Harvard, contributes to the June *Scribner* a popular paper on "The Dog," discussing his habits and the evolution of his remarkable intelligence. Prof. Shaler will from time to time contribute other articles on domestic animals to *Scribner's*. They are to be fully illustrated by such artists as Léon, Weeks, Delort, and E. E. Thompson.

The Cassell Publishing Co. have in press for early publication a new story entitled: "Wanted, a Copyist." The story touches upon newspaper work, and pays its respects to the legal profession with much freedom, but is chiefly devoted to proving, by illustration, that Providence has a multitude of devices for hopelessly entangling men and women who prefer to remain single.

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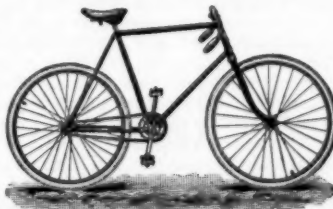
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*Munsey's Magazine* for May is a finely illustrated number. Among the noticeable articles are "Artists and their Work," "The British Peerage," "American Composers," "Landseer and his Animals," and "Lord Rosebery."

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The stability of many educational institutions has been severely tested during the recent period of financial depression, and those that have weathered the storm have done so on account of their exceptional merits. During all this season of commercial disaster the New England Conservatory of Music has had an attendance of little, if any, below the normal. The majority of its students are there to prepare themselves for their life's work, and the recent valuable additions to the courses have served to stimulate ambition and to give further desirable qualifications to those who are now ready to teach. There is to be a special summer term this year, of unusual value to music teachers.

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*The Sanitarian* for May contains valuable papers on "The Adulteration of Food," "The Small-pox Situation in the United States," and "The Need of a National Health Service."

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The "Isaac Pitman Complete Phonographic Instructor" has been added to the list of text-books authorized to be used in the public schools of Brooklyn, N. Y. It is now on the "list" in New York city, Brooklyn, and Jersey City.

At the World's fair last summer no foreign exhibit attracted more attention than, probably no other attracted so much as, the Javanese village. In spite of the interest then taken in the gentle little brown-skinned residents of the rush-matting-and-bamboo village, many people will be surprised to know that the population of Java is 23,000,000. How the Javanese live, and what their island home looks like, is described in the May *Harper's Magazine*, with illustrations of typical houses, vegetation, and men and women.

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Macmillan & Co. announce as almost ready the new and cheaper edition of Kidd's "Social Evolution." The author has made a number of changes in the text.

"The Master" is the title of a new story by I. Zangwill, the publication of which has just been commenced in *Harper's Weekly*.

The Century Company will publish, the latter part of May, a new Life of Roger Williams, "the pioneer of religious liberty," by Oscar S. Straus, who will be remembered as the author of "The Origin of Republican Form of Government in the United States." At the same time they will issue Rudyard Kipling's "Jungle Book," a collection of the stories of animal life which have been appearing in *St. Nicholas* and elsewhere during the past year. These stories have attracted wide attention, and their publication has shown that Mr. Kipling can be as skilful in his delineation of the characters of the wild beasts of the jungle as he is in describing the British soldier.

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Mr. Kirk Munroe, who is, perhaps, the most widely-known juvenile writer of today, has had an interesting career already, though he is not out of his thirties yet. He is a firm believer in the necessity of the author's having passed through experiences which he describes in his books. All those four capital stories, the "Mates" series, were the results of his own experiences, and last summer Mr. Munroe, looking for new worlds to conquer, deliberately took a trip from Alaska to the Gulf of California to find material for four more long stories. The first of these, "The Fur-Seal's Tooth," is now running in *Harper's Young People*. It carries the reader up among the seals of Bering sea.

George William Curtis had the art to take out the sting and throw away the bee—to treat of great subjects in essays that were brief because they were wholly to the point. The third series of his editorials, "From the Easy Chair," containing some of his best short essays, is announced for early publication by Harper & Brothers.

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